**Structured Small Group Program Template**

This document is to be followed as you collect and organize information for entry into the Livetext template for your structure small group assignment. It is important that all the elements detailed in this document are represented within the Livetext template. The Livetext template is not as detailed as this document and therefore these guidelines should serve as the primary source for ensuring you have included all the required information for this project. ***All items in bold should be addressed in the Livetext template. All information in italics is for explanation purposes only.***

**Component #1: Needs, Goals, Objectives** *(title of first section - Livetext template)*

**Title of your Group Program: \_To do or not to do, that is the question: Effects of Peer Pressure**

1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

In a middle school setting the two existing data sources that will be used are discipline females, grade 7-8. On the report, one should look high numbers in physical aggression, bullying or disrespectful behavior. Students in these categories often have problems with self esteem which leads to poor behaviors and committed actions due to pressure from others. In collaboration with the discipline report teachers and administrators will be asked to refer students that they feel often pressure other students or “stir the pot.” By using teacher referrals this will identify students that use negative peer pressure but do not how up on the discipline reports. Teachers can also identify students that performing below grade or not up to their potential. Some students purposely underperform Teachers spend the most time with students; therefore they are able to identify the personalities of students that slip through the counselors radar.

Another approach to assessing needs is to give surveys to each team leader for 7-8 grades. The team leader will be able to discuss the other teachers on their team which students need to be given the survey. They should choose students from the team to answer questions about peer pressure, as well as Language Arts and Math. Based on the results from the survey the counselor will conduct interviews and choose 10 students with the most need. The survey is being used to identify students that are victims of peer pressure or pressure their peers and students that are below the achievement gap. Interviews will be conducted during students encore or elective classes so that they are taken from core classes like Math or Language Arts. A report will be compiled and 10 female students, all from varying grade levels (7-8). The other four participants will come from parent referrals. The students chosen will be from 7th and 8th grade. The purpose of this is that as students get older peer pressure increases.

The need that will be identified is the normative need. Students being chosen for this program are below grade level. These students may or may not have a learning disability. Also, students pressuring other students negatively to do things and why they feel they need to pressures. One of the objectives of the group is to teach students how to use positive peer pressure and to increase their achievement level.

This is also a felt need because the teachers and administrators have expressed that there has been an increase in peer pressure, mainly negative and not enough positive in the schools. The school administrator wants a program to address the problems going on in school.

**Population: (brief paragraph)**

*Identify the**population for whom the group will serve (e.g. The group is for female students, ages 6- 8, who have experienced a parental divorce in the last 12 months.)*

The population that this group will serve will be 7-8 grade students. The goal is to have 5 female students. Students that are targeted are students that have had a high number of discipline referrals related to bullying and physical aggression. Also, students that seem withdrawn from their peers and essentially a loner. Also students that are level 1s and 2s based on the NC EOG test scores. The objective is to close the achievement gap in these groups as well. They will meet for 6 weeks, once a week, August and September will be used as the screening time to formulate the group.

**Recruitment and Screening: (brief paragraph)**

Recruitment for teachers and administrators will include going to each grade level meetings and explaining the population that is being looked for. Forms will be given to each team to discuss at team meetings and turn in to the counseling office. Two students will be chosen from 7th grade and two from 8th grade. The school counselor will choose a student they have worked with in the past, that has overcome issues of peer pressure and that influences students in the school using positive peer pressure. Administrators will also be given forms to recommend students. For parents, teachers will identify their candidates, and the counselor will mail a letter home to parents explaining to parents the program. Parents have the option to opt out if they choose. Also at open house in August before the first day of school, there will be an information session for parents that are interested in having their child in the group session. According to a lead counselor at a middle school, incorporating parents, and teachers in an important component of the screening process. (C.Tilley, personal communication, May 29th, 2012).

For screening, the plan is to survey and interview students that have been referred by administrators, teachers and parents. Students will complete a survey about peer pressure, a pre assessment. This survey will ask how students deal with peer pressure, if they feel pressured and if they have ever pressured a fellow student.

**Group Structure:** 5 students from grades 7-8 will meet between 30-40 minutes during their encore time in a classroom that is not in use. They will meet once a week for 6 weeks.

1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Female middle school students in grades 7-8, that are level 1 and 2 based on the North Carolina EOG scale, will be to able to identify the difference between positive and negative peer pressure, by understanding the effects that peer pressure can have. They will discuss the positive effects of peer pressure (discuss Parkland) and the harm that negative peer pressure can have. According to a conversation with a parent, that is also an assistant principal whose son is a senior at a high school that is both a magnet program and a general education program, in a low income, minority population, students in both programs received over $30,000 in college scholarships. He discussed that the students in the magnet program began to use positive peer pressure in order to encourage the general education students to achieve and apply to college (R. Jordan, personal communication, May 29, 2012).

5 students will participate in six group sessions. They will meet once a week beginning in October, during their encore time. This will be discussed with the encore teachers and students will be responsible for the work that they have missed. Tools, like real life situations of peer pressure, determine whether they are positive or negative and spoken or unspoken. In the group sessions students, with the guidance of the school counselor, will discuss ways to change the situation if it was negative and how the positive benefit them. Students will also understand how negative peer pressure can harm performance in school and positive can help their performance. Students will be assessed by a presentation given to each grade about the positive and negative effects of peer pressure. Students will practice using positive peer pressure to influence their fellow peers, they will also provide study skills that can be used to increase performance.

1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

Goal: Students will be able to identify peer pressure.

**Objectives:**

* Having taken the pre-assessment, students will create a bar graph based on the results of the assessment and have a discussion about the number of students that have or have not experienced peer pressure.
* Students will participate in an ice breaking activity by describing themselves as a shoe; they will begin to establish trust within in the group by communicating their feelings about themselves.

1. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

**Goal: Students will be able to identify examples of positive and negative peer pressure and understand how to handle both.**

**Objectives:**

* Having identified examples of the types of peer pressure, students will complete a post assessment that explains that students understand what it means to be peer pressure by 80%.
* Students will write examples of the different types of peer pressure, based on their own experiences, as journal entries using the journal provided.

1. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

From the example in the ASCA Model handbook, most schools’ mission statements strive to prepare students both academically and socially to be functional members of society, through the partnership of parents, educators, students and the community. The school counseling mission statement discusses developing programs to advise and guide students both academically and socially through their created programs (pg. 31). Basically, both are committed to helping a student achieve academic success and help them functional members of society. It is important for school counselors to use the data provided to understand the needs of the school and its student population. Schools are going to have different needs based on the population, for example schools that are not achieving growth in test scores might need programs in motivation or promoting academic achievement. The data shows counselors what their student population will most benefit from and it is important to keep up with the data in order to achieve the mission statement of the school and the counselor.

**Component #2: Research-Supported and Standards-Based Content** *(title of second section - Livetext template)*

1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

*Please use the following guide to set up each individual session. You may copy and paste info you may have included in other areas of the Livetext template into the lesson plan template below.*

**Title of Session #1: Introduction to Peer Pressure**

**Brief Summary of Session:**

Students will begin the session by participating in a ice breaker activity. They will be each say, “If I were a shoe, I would a \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_. The girls will begin to get comfortable with each and learn a little bit about each personality. Students will brainstorm and create a definition of peer pressure. Students will read different scenarios and identify the type of peer pressure being used. Students have a guide sheet to fill out as the complete the activity.

**Theoretical Orientation:**

Students will blend both academic and counseling standards to learn about peer pressure. Students are chosen based on existing data like discipline reports and achievement levels. Students will apply skills from their math standards and incorporate them into the counseling lesson. (Schellenberg &Grothaus, 2009).

The cognitive behavioral theory will also be used in this session because the students will be incorporating both social and cognitive skills. They will be able to work both independently and cooperatively with their peers (Corey, 2009). Students will be using their social skills and how they identify and associate peer pressure with real life situations

**Students will blend both academic and counseling standards to learn about peer pressure. Students are chosen based on existing data like discipline reports and achievement levels. Students will apply skills from their math standards and incorporate them into the counseling lesson. (Schellenberg &Grothaus, 2009). Students will also be divided based on gender because the types of peer pressure facing girls are somewhat different from boys. Being separated by gender also allows for more comfort ability to speak about different topics such as sexuality (Bowker, Bukowski, &Hymel, 2000).**

**Specific Group Technique:** The specific group technique will be the guidance or psychoeducational group. This technique is used because students are being taught to deal with a specific social situation. They will be learning what peer pressure is, that is can be negative

**Duration: 20-30** *minutes sessions*

**Materials/ Media:** *Create a list of materials needed to implement the session.*

* 11-12 desk in a circle
* Paper
* Pencil
* White
* Expo markers

**Core ASCA Standard(s):** *Identify the ASCA Standard(s) covered in session. This should be in list format.*

A:A1.2- Take positive interest in learning

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate ability to work independently as the ability to work cooperatively with students.

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B2.6 Understand the relationship between classroom performance and success in school.

PS:A1.2 Indentify values, attitudes and beliefs

PS:A1.5 Identify and express feelings

PS:A1.9 Demonstrate cooperative behavior in groups

**Core State Academic Standard(s):** *Identify the core academic standards covered in session. This should be in list format.*

NCSCOS- North Carolina Standard Course of Study, Math Goals

* 1. Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

**4.01**     Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.

**Objectives:**

* Having taken the pre-assessment, students will create a bar graph based on the results of the assessment that will lead into discussion about peer pressure.
* Students will participate in an ice breaking activity by describing themselves as a shoe; they will begin to establish trust within in the group by communicating their feelings about themselves.

**Assessments**:

* Students will complete a pre assessment on their experience with peer pressure and interpreting a bar graph.

**Procedures/ Instructional Strategy:**

1. To begin the session, the counselor should explain why the students are in the session. The group leader should discuss the rules of the group. Also, counselor should explain about the confidentiality of the group. Basically make sure they understand what it said or happens in this room stays in this room, unless they speak to the counselor in private.
2. Ice Breaker activity (5 minutes) Students should assemble in a circle and answer the question, “If I were a shoe I would a \_\_\_\_\_\_\_\_\_\_\_\_\_, because\_\_\_\_\_\_\_\_\_\_\_.” The group leader should begin modeling the process. If a student gets stuck, they should give examples and guiding questions to help the student come up with an answer.
3. 2 question Pre Assessment (2 minutes) Students should complete this independently and remain quiet while everyone finishes. (Schellenberg & Grothaus, 2009)
4. The counselor will go over the results of question # 1 from the pre assessment. (5 minutes) the counselor will record the results of question on the board so that students may create a chart, this should be done as a whole group with students involved in the creation process. The questions are as follows:
   1. Do you know what the meaning of peer pressure is?
   2. Do you know how to interpret data using a bar graph?

(Schellenberg & Grothaus, 2009)

1. Students will create a bar graph based on the results of the assessment. They should only graph question # 1. The counselor should ask students to help create the bar graph on the board using three different colored expo markers for each bar. (5 minutes). (Schellenberg & Grothaus, 2009)
2. A discussion will be held about the results based on the pre assessment. (5-10 minutes).
3. A definition of unspoken and spoken peer pressure will be displayed for students to see. Counselor should read over the definition and discuss with students what it means, providing an example of each. (Attached)
4. Using the student response worksheet, students will read the different scenarios and complete the chart. This should be done independently and then the answers discussed after the counselor has called time. (10 minutes)
5. To close, students should complete the post assessment and if there is time create a bar based on the results. (5-10 Minutes)

**Homework/ Ownwork**: *Include a description of homework, if applicable. Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.*

**Group Stage and Emerging Issues*:*** *In a brief narrative, identify any issue that may arise due to content and group stage.**Identify the group stage.*

From my teaching experience in middle school when working with middle school girls, there could be the scenario that there are a couple girls that do not get along or don’t like each for some reason. But this can be used as a positive learning experience to teach tolerance and acceptance of others whether you like them or not. Another issue that could arise is that the students are reluctant to talk or are not motivated to be in the group because they would rather be in their elective class socializing with friends. The counselor should make sure that they exhibit enthusiasm and knowledge in order to engage the students. The group stage that I feel this would happen is the initial stage because students have not formed the trust that is needed to continue on with the group process (Corey, 2009).

1. **Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

*Please use the following guide to set up each individual session. You may copy and paste info you may have included in other areas of the Livetext template into the lesson plan template below.*

**Title of Session #2: How to deal with spoken and unspoken peer pressure**

**Brief Summary of Session:**

Students will review and discuss the previous session. Review of spoken and unspoken peer pressure will be discussed. Students with the guidance of the group leader will have a discussion about peer pressure experiences, either personal or witnessed and how students handled those situations. In order to complete the group successfully, the students will write a journal entry about their experience their personal experience with peer pressure. The journal entries should try to be positive and optimistic. The counselor will collect and keep the entries; they have the option to tell the counselor if they want it to be for the eyes only, but it will still be kept safe by the counselor. The goal is for students that struggle with peer pressure after the group will be able to come to the counselor and they can let the student read their entry to remind them of the progress that was made.

**Theoretical Orientation:**

Students will blend both academic and counseling standards to learn about peer pressure. Students are chosen based on existing data like discipline reports and achievement levels. Students will apply skills from their math standards and incorporate them into the counseling lesson. (Schellenberg &Grothaus, 2009).

The cognitive behavioral theory will also be used in this session because the students will be incorporating both social and cognitive skills. They will be able to work both independently and cooperatively with their peers (Corey, 2009). Students will be using their social skills and how they identify and associate peer pressure with real life situations.

**Specific Group Technique:**

The group technique that will be used in this is the psycho educational because students are learning about peer pressure and the skills that they need to cope with both negative and positive examples.

**Duration: 30-40** *Minutes*

**Materials/ Media:**

Paper

Pencil

Copy of pre post assessment

**Core ASCA Standard(s):** *Identify the ASCA Standard(s) covered in session. This should be in list format.*

A:A1.2- Take positive interest in learning

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate ability to work independently as the ability to work cooperatively with students.

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B2.6 Understand the relationship between classroom performance and success in school.

PS:A1.2 Indentify values, attitudes and beliefs

PS:A1.5 Identify and express feelings

PS:A1.9 Demonstrate cooperative behavior in groups

**Core State Academic Standard(s):** *Identify the core academic standards covered in session. This should be in list format.*

NCSCOS- North Carolina Standard Course of Study Reading

Writing:

1.04- Reflect on learning experiences

Oral:

1.03 Interact appropriately in group settings by: listening tentatively, showing empathy, contributing relevant comments connecting personal experiences to content, monitoring own understanding of the discussion and seeking clarification if needed.

**Objectives:**

* Having learned the difference between spoken and unspoken peer pressure students will reflect on their own experiences through a journal entry.
* Students will write examples of the different types of peer pressure, based on their own experiences, as journal entries using the journal provided.

**Assessments**:

* Students will write a journal entry reflecting about their during the group sessions.
* Post assessment

**Procedures/ Instructional Strategy:**

1. Students will complete a pre assessment. (2 minutes)
2. A discussion will be held about what students learned from the previous session (10 minutes).
3. Students will discuss their personal experiences with peer pressure or experiences that they have witnessed. They will discuss how they handled the situation and if they made a wrong decision they should reflect on what they could have done. The group will also provide support and encouragement in the reflection process. (10 minutes)

(Burton, Ray, & Metha, 2004) & (Schellenberg & Grothaus, 2009).

1. Students will complete a journal entry, between ½ to 1 page, about their experience during the group session. In the entry they should include: what they learned, how they can use the information, their experiences with peer pressure, how they dealt with peer pressure in the past and how they plan to deal with it in the future. The counselor should explain that this entry will be kept in the counselor’s office for safe keeping. Students may not want the counselor to read their entry, which they have that option, but it will still be kept in the counselor’s office for times when the student needs a boost to get through a certain situation. It is to be used a reminder of what they learned and what positive peer pressure can accomplish (10-15 minutes).
2. Students will complete a post assessment, as their ticket out the door. (5 minutes)

**Homework/ Ownwork**: *Include a description of homework, if applicable. All ancillary materials should be added as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.*

**Group Stage and Emerging Issues*:*** *In a brief narrative, identify any issue that may arise due to content and group stage.**Identify the group stage.*

An issue that could arise during this group session could be some girl’s embarrassment to share their experiences with peer pressure and especially how the situation is handled. But it needs to be clear from the very first session that they will not be judged based on their past, this session to help students move forward and be positive about their actions and academics.

**Component #3: Ethical, Legal, Multicultural** *(title of third section - Livetext template)*

* 1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

According to the Corey text, when working with minors it is very important to make sure that students feel safe discussing the topic in the group and that it does not leave the room to become part of school gossip mill (2009). Students should be explained the guidelines of the group at the very beginning and end of each session. A problem when dealing with minors in confidential situations, especially from personal experience in working with middle school girls, part of peer pressure includes spreading gossip about juicy information they have heard. For this group an issue that could arise is that one of the girls could fall victim to this peer pressure the whole group could be compromised because the others will not want to talk.

Students also need to understand that their counselor or group leader will keep this information confidential. If that trust is broken it could disrupt the structure of the group (Corey, 2009). The trust that is created with a group leader is a very essential part of this group, because the final activity involves a journal entry that can be kept private from the counselor’s eyes or be given permission to read it. If there is no trust, the student may not complete the assignment. Counselors also need to be aware of what information they share with administrators and teachers (Corey, 2009). As a teacher I can sometimes be frustrated when the counselors hold back information about my students because I feel that I they are as much my responsibility as the counselors. But, when I think in the counselor perspective, I can see the need for this confidentiality. Counselors can develop a one on one relationship with students that a teacher can’t, because students know that teachers have a responsibility to report things that they see as problems. While the counselor has the responsibility to report illegal and things harmful to students, students should understand that there are some things that remain private with the counselor.

Parents think that they believe that they have the right to know everything about their child, which in some cases they do. But according to Corey, it needs to be made clear to parents what will be discussed in the group and the confidentiality of the group (Corey, 2009). For this group session it will be explained to parents that students are discussing personal experiences of peer pressure that they may not want to shared, but if the topics discussed are a danger to their child they will be notified. Students will be explained this as well.

* 1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

**Attatch**

* 1. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

An issue that could arise during this group session could be some girl’s embarrassment to share their experiences with peer pressure and especially how the situation is handled. But it needs to be clear from the very first session that they will not be judged based on their past, this a session to help students move forward and be positive about their actions and academics.

* 1. **Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

When discussing issues of ethical, legal, professional and cultural significance it is very important to know what the boundaries and the rules are (Corey, 2009). If a counselor or group leader is unaware of these particular issues and simply proceeds’ with the group there is legal action that can be taken as well as causing more harm in the group, especially when dealing with cultural differences. When making opportunities available it is very important to understand the population of the school, this affects the cultural significance of the group. The counselor should take into consideration of the population will benefit from the group and if the topic is relevant. This means being professional and interacting with the student population. When you are choosing the groups, parents need to be made aware of what can and can’t be discussed with them from the beginning. Professionally, it is the role of the counselor to remain unbiased when creating an opportunity, selecting members and terminating members. Terminating members would be a difficult task because the counselor needs to assess all reasons for the termination, like what harm is the member causing the group, would they benefit from one on one sessions or are they compromising the progress of the rest of the group.

**Component #4: Program Evaluation** *(title of forth section - Livetext template)*

1. **Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
2. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
3. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**

Evaluating the program is an essential part to school counseling because once a program is complete if majority of students did not seem to learn from it, then the program needs to be restructured, things that worked need to be kept and the things that didn’t need to be redone. As Schellenberg article discussed, professional school is a very important component to education, blending the standards with school counseling allows not only for students to receive guidance in social situations but incorporate ways for students to increase achievement (2009).

**References (list format at the close of section #4 in Livetext)**

*Include APA formatted references.*

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition.* Alexandria, VA: Author.

Burton, Brea A; Glen, Ray; Mehta, Shelia (2004). Children’s Evaluation of Peer Influence: Relationship Type and Social Situation. *Child Study Journal 33(*2), 235-255.

Hodgens, J. Bart; Cole, Joyce; Boldizar, Janet (2000). Peer Based Differences Among Boys with ADHD. *Journal of Child Psychology, 29 (*452), 10.

Schellenberg, Rita; Grothaus, Timothy (2009). Promoting Cultural Responsiveness and Closing the Achievement Gap with Standards Blending. *American School Counseling Association: Professional School Counseling, 12*(6).

**omponent #5: Scholarly Writing**

*Student uses correct grammar, punctuation, sentence structure, and spelling.*

*Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.*